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ABSTRACT

The social studies curriculum for grade 4 in Manitoba, Canada, is presented. The focus of this guide is communities around the world. Some objectives are to explore: (1) various human and natural features of the earth's surface; (2) ways in which people communicate about location on the earth's surface; and (3) implications of different levels and types of development for the quality of life in communities. The units include: Locating People and Places Around the World and World Communities. As topics are presented for each unit, questions are asked and then learning activities are given to help students answer the questions. In Unit I, for example, under the topic of skills for communicating about finding locations, the question is asked, How do people use direction to find locations on the earth's surface? To introduce the subject of direction, students role-play a visitor to the community. The "visitor" asks students directional questions to certain landmarks. In another activity students practice locating objects or specific points in the classroom, school, and community. Using a compass, participating in directional games, and following outline maps are other suggested activities. This guide is arranged as follows: grade title and overview, unit title and overview, unit topics and focusing questions, unit topic objectives, and unit topic suggested teaching strategies and learning activities. (Author/NE)

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SOCIAL STUDIES INTERIM GRADE GUIDE

FOR

GRADE FOUR

COMMUNITIES AROUND THE WORLD

SP 01/1209

DEPARTMENT OF EDUCATION
PROVINCE OF MANITOBA
1981
Curriculum Development Branch

THIS GUIDE IS SUBJECT TO REVISION ON THE BASIS OF INFORMATION RECEIVED FROM SCHOOLS DURING THE 1981-82 SCHOOL YEAR. IT IS EXPECTED THAT MODIFICATIONS WILL NOT BE IN THE DESIGN OF THE PROGRAM; RATHER, CHANGES MAY BE MADE IN AREAS CONCERNING IMPLEMENTATION, STRATEGIES AND RESOURCE MATERIALS.

ACKNOWLEDGEMENT

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THE SOCIAL STUDIES PROGRAM

This guide outlines the interim Grade Four social studies program. It should be used in conjunction with The Social Studies K-12 Level One Document which describes the rationale of the K-12 program and includes statements of intent; goals; approach; categories of objectives; learning and development; selection of content; time allotment within the program and also an abstract of each of the grades. It is recommended that the Level One Document be read before implementing this program.

Interim Individual Grade Guides

The guides are organized under the following headings:

- Grade Title and Overview
- Unit Title and Overview
- Unit Topics and Focusing Questions
- Unit Topic Objectives
- Unit Topic Suggested Teaching Strategies and Learning Activities

The intent of each grade and unit is indicated in the grade overview and unit overviews, respectively. Included with each topic are focusing questions which help to guide inquiry for that particular topic. The objectives and the suggested teaching strategies and learning activities closely parallel the focusing questions.

The teaching strategies and learning activities are suggested. It is not intended that all the activities suggested must be attempted. Teachers may select those activities they deem to be appropriate, or develop their own activities from those that have been suggested.

It is suggested that teachers insert, within each grade guide, such materials as their own lesson plans, helpful teaching hints, resource materials, articles and test materials in order to make the guide as practical and useful as possible.

Where basic textual materials have been approved in a particular grade, they have been identified in the Manitoba Text Book Bureau Catalogue.

Teachers are requested to forward suggestions on imporving this guide to:

Manitoba Department of Education
Program Development
Curriculum Development Branch
Robert Fletcher Building
409-1181 Portage Avenue
Winnipeg, Manitoba
R3G 0T3

GRADE FOUR-COMMUNITIES AROUND THE WORLD

GRADE FOUR OVERVIEW

Communities Around the World builds directly upon the structure and content of the grade three program, *Communities Today*. Thus, as in the grade three program:

- The primary focus is on communities and their significance in people's lives.
- Communities have been delineated on a micro scale, a scale based on the level of community in which people have frequent and often face to face contact.

This planned continuity in focus and community scale is intended to encourage a continuing comparison between how people define and attempt to fulfill their needs and wants in different situations. The study by students of their own community at the beginning of the grade three program forms the foundation for this comparative view of the role of community in people's lives with each new community studied adding new geographical and cultural variables.

Within this common framework the grade four program emphasizes new areas of knowledge and skills and introduces new ways of thinking about community life. These new emphases include:

- Examining questions of location on the earth's surface and developing related map skills.
- Developing a knowledge of the earth's major geographical and political/cultural features.
- Using the concepts development and levels of development as tools in considering the quality of life in communities.

The major purposes of the grade four program are to have students continue to explore:

- The needs and wants that are fulfilled for people by their living in communities and participating in community life.
- The advantages and disadvantages for people of living in communities.
- The ways in which people interact with and depend on one another within communities.
- The ways in which people in communities cooperate and come into conflict.
- The ways, both formal and informal, that people have developed for managing group life (e.g., making and enforcing decisions, mediating conflicting interests, maintaining a reasonable level of cooperation).
- The different degrees to which communities are self sufficient or dependent on outside sources in providing for the needs and wants of their members, and the implications of these differences for the quality of community life.
- The ways in which communities depend upon, interact with, and change their environments.
- The diverse characteristics of the geographic locations of communities in the world and the influence of this diversity upon how people perceive and attempt to fulfill their needs and wants.
- The cultural diversity of communities in the world and the influence of this diversity upon how people perceive and attempt to fulfill their needs and wants. (Note: Culture is used broadly here and includes such aspects of human experience as beliefs, attitudes, customs, and technology.)
- The extent to which people in all geographic locations and in all cultures share common basic needs.

In addition students will begin to explore:

- The various human and natural features of the earth's surface.
- The ways in which people communicate about location on the earth's surface.
- The implications of different levels and types of development for the quality of life in communities.

UNIT I-LOCATING PEOPLE AND PLACES AROUND THE WORLD

UNIT I OVERVIEW

The primary purpose of this unit is to have students begin to visualize the earth, its major geographic features, and some of its political and cultural divisions. Mapping skills are introduced as one solution to the problem of how to communicate about location and how to find various locations on the earth. Through the application of these skills, students can locate some of the earth's natural and human features and begin to develop an understanding of their own and their community's place on our planet.

UNIT I TOPICS AND FOCUSING QUESTIONS

I. Locating People and Places Around the World

- What do we know about the planet Earth?

a. Skills for Communicating About and Finding Locations

- How do people communicate about and find locations on the earth's surface?

i. Direction

- How do people communicate about direction?
- How do people use direction to find locations?

ii. Scale

- How do people make models and maps of the earth so that these models and maps give a reasonably accurate idea of what the earth and its features are like?

iii. Coordinates

- What system do people use for explaining where on the earth's surface a particular place is located?

iv. Geographic Terms

- What geographic terms do people use when they describe the earth's natural features and human features?

v. Legends

- How do people put information about parts of or the whole earth on something as small as a map?

b. Locating Natural and Political/Cultural Features

- What are the earth's major natural features and where are they located?
- What major political/cultural areas have people divided the earth's surface into and where are they located?

UNIT I TOPIC OBJECTIVES

Topic I: Locating People and Places Around the World

Note: Mapping skills and knowledge as represented by subtopics a-i to a-v, are presented separately from their application in locating people and places around the world, subtopic b. This has been done primarily for ease and clarity of presentation and is

not intended to imply that all the skills and knowledge should necessarily be taught first and then applied afterwards. An equally good case can be made for teaching the skills in the context of locating people and places. Thus, for example, one could just as well develop an understanding of coordinates during the teaching of where people live in the world, as teaching it as an isolated skill. This is equally a matter of teacher preference.

Knowledge objectives

The students should be able to:

- indicate an understanding of common directional terms such as left, right, backward, forward, around, etc.
- name the cardinal directions, North, East, South, and West.
- name the intermediate directions, North East, North West, South East, and South West.
- indicate the cardinal directions in their community.
- indicate an understanding of the term scale in the context of scale models, drawings, and maps both by explaining the term and by giving examples.
- explain why scale reductions are necessary and useful in mapping.
- demonstrate an understanding of the term grid through description and examples.
- give examples of coordinates on a simple grid system.
- attach the label lines of latitude to the east-west lines of a map grid system.
- attach the label lines of longitude to the north-south lines of a map grid system.
- explain why people use grid systems on maps.
- through such means as naming, describing, providing examples, and referring to pictures and maps, indicate an understanding of some of the terms used to label the earth's important features.
  e.g., continent; island; peninsula; plain; valley; delta; hill; mountain; oasis; stream; river; lake; sea; ocean; coast line; bay; strait; current; etc.
  e.g., hemisphere; equator; lines of longitude and latitude; high, middle and low latitudes; north and south poles; etc.
  e.g., country; province; state; territory; region; capital; city; etc.
  e.g., roads; bridges; railways; dams; reservoirs; canals; etc.
- give examples of common map symbols and explain what they represent.
- explain that a legend is a key for decoding or reading a map.
- name, recognize the shape of, and indicate the location of each of the continents.
- name and indicate the location of the world's major bodies of water.
- name and indicate the location of other selected major features of the earth's surface.
- name and indicate the location of selected countries around the world.

Thinking and research skill objectives

The students should be able to:

- use directional terms (e.g., left, right, backward, forward, around, etc.) correctly in giving and following directions.
- use cardinal and intermediate compass directions to find locations on maps.
- use cardinal and intermediate compass directions in order to provide directions for others to find locations on maps.
- use a compass in order to follow a predetermined route on the school grounds or in the community.
- use a compass in order to orient themselves in terms of N, E, W, and S in their communities.
- make simple scale maps of their classroom, school, and community.
- locate positions in the classroom using a grid system.
- locate positions on maps of the school grounds and community using a grid system.
- use lines of longitude and latitude (degrees only) to determine the approximate location of various features on the earth.
- use legends and common symbols to obtain information from maps.

. develop symbols and legends in order to put information on maps they have made.

Attitude and value objectives

The students should be able to:

. recognize the usefulness and importance of the ways people have developed for communicating about and finding locations on the earth's surface.

Social participation objectives

The students should be able to:

. plan and carry out an action arrived at developing (or improving) a map of their community and making it generally available to community members.

UNIT I SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic I: Locating People and Places Around the World

- What do we know about the planet Earth?

a. Skills for Communicating About and Finding Locations

- How do people communicate about and find locations on the earth's surface?

b. Locating Natural and Political/Cultural Features

- What are the earth's major natural features and where are they located?
- What major political/cultural areas have people divided the earth's surface into and where are they located?

Note: The intent in these subtopics is to present mapping skills and knowledge as human made answers to the significant problem of how to communicate about and find locations on the earth's surface. Thus, where possible, subtopics are introduced with a problem related to location. Hopefully students, by trying to come up with solutions, will be in a better position to view such skills and knowledge as the useful tools that they are.

General Introduction to Unit

. Develop a situation in which students are encouraged to share what they know about the earth. One approach is to present the class with a visitor from another galaxy or planet (yourself, some other willing person, or use an imaginary creature) who has just landed his space vehicle in the school yard. Then, as the visitor, give a plausible explanation to the students about why you really need a variety of information about their planet. For example, tell them that you, the space traveller:

- Have been receiving, on your own planet, T.V. cartoons. You have come to study this strange planet on which creatures seem to spend their time doing such peculiar things.
- Have learned English/French by studying these cartoons.
- Have been instructed by your leaders to bring back as much information about the planet as possible.

At this point, show the class a photograph of the earth (try to get a copy of one of the moon shot photos showing the earth as a blue-green sphere in black space) and start questioning them. The question and answer sequence would be greatly facilitated by an unlabelled globe with the earth's major bodies of water and land on it, the kind that are typically blue and black and can be written on with chalk. Start the questioning on a basic and local level and move out geographically. Categories of questions to ask include:

- Names of places and natural features.
  e.g., What do you call this place (with reference to picture of Earth)?
  Where am I now?
  What do you call that (pointing to feature on globe)?
  Is it hard like the material I landed my ship on? Is the whole planet hard?
- Directions
  e.g., How can I get there (pointing to feature) in my ship? Which way should I go?
  How far is it?
- Knowledge about places.
  e.g., What will it be like when I get there (pointing to place on the globe)?
  Do the people there speak the same language as you do?
  Do they have the same way of life (e.g., wear the same clothes)?

Continue the questioning and range as broadly as seems productive. Likely the students will have some information and yet there will be many gaps in their knowledge. As answers are given record them so that they can be saved for a unit conclusion activity. A possible closing line might be to have the visitor say something which shows that the information is interesting but not adequate to satisfy his leaders. He will go explore some other planets in this solar system (Can they suggest any for him?) but that he will return. Possibly they will have more information for him at that time. (Adapt this scenario to your situation or develop different ones. The point is to create a situation in which the students will feel a need to share their knowledge about the earth.

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a. Skills for Communicating About and Finding Locations

- How do people communicate about and find locations on the earth's surface?

i. Direction

- How do people communicate about direction?
- How do people use direction to find locations?

Introduction

. Refer back to the unit introduction activity and have the students review what they were able to tell the visitor about direction (Which way do I go to get there? sorts of questions).

. Play the role of a visitor to the students' community. Ask them directional questions such as, "How do I get to the _____ (post office, highway, lake, etc.)? If students start answering in terms of landmarks such as particular buildings, remind them that you do not know anything about the community. Record and discuss any directional terms they use. Do they know other directional terms?

. Draw a rectangular field on the board and draw various dangerous obstacles on it (e.g., labelled as bear pit, snake pit, etc.). With chalk begin to draw a line representing the path of a person who is blindfolded and walking across the field. The students have to give you appropriate directions in order to save the person. If an understandable and clear direction is given, change course. If not, continue into the obstacle. Record any directional terms used and discuss how they were used.

Development

. Using the descriptors - left, right, etc., practice locating objects or specific points in the classroom, school, playground or community.

. Practice giving or following precise directions to a specified location (use number of blocks, left, right, etc.).

. Play "Following Your Way Around the Room" with a partner. (Pick two points in the room that are at least 5 m apart. Call them A and B. Make sure there are things like desks and chairs between the two points. Either write or give oral descriptors to guide your partner to point A and then from A to B without banging into any furniture.)

. Reproduce orally or in writing the cardinal directions in their correct locations. (A simple device is Never Eat Soggy Weiners.)

. Post the directions N, E, S, W, in the four corners of the classroom.

. Post this sign: There's NEWS in the Wind." Discuss its meaning and relate it to a weather vane.

. Make a chart showing the intermediate directions.

. Do some of the activities suggested above using cardinal and intermediate directions in place of the descriptors left, right, etc.

. Make a compass using a magnetized needle. This can be done by stroking a needle with a magnet. Then float the needle on a cork in a container of water. The needle will align itself on a N-S basis. Relate this to the earth as a large magnet.

. Practice locating cardinal and intermediate directions on the globe and on flat maps.

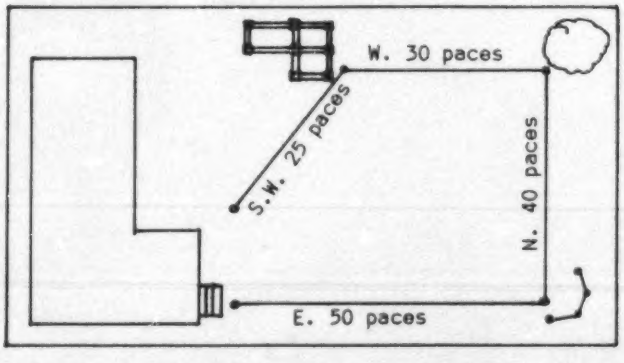
. Have students use directional statements in order to help others find locations on a map. For example, the student could say:

- You are in _____ (their own or some other location). The place I want you to find is North of here and South of _____.

Students can use prepared maps such as a road map or map in an atlas or they could make their own imaginary land with features and compass directions.

. Have students use a compass to orient themselves in the school and community. Directions can be related to particular walls of the room, familiar natural features, and where the sun rises and sets.

. Engage students in some simple orienteering. For yourself plot out a course on the school grounds and put it on an outline map.



- use cardinal or cardinal and intermediate directions.
- base the pace length on the pace of an average sized student in your class.

The course can be as simple or complex as the students can handle. They will need to practice pacing against some measured distance, and sighting directions using compass and landmarks. Then, give small groups or pairs of students an outline map and a compass and a set of instructions.

e.g., Follow these instructions and draw your path on the outline map of the school grounds.

- Start at the bottom of the back door steps and walk 50 paces East. Stop.
- Walk 40 paces North. Stop.
- Walk 30 paces West. Stop.
- Walk 25 paces South West. Stop.

After students have completed the course and plotted their paths on their outline maps, post all the outline maps and have students compare them to your master plan. Discuss any problems they had and possible reasons for deviations between their maps and the master map. This

activity can be repeated using more complex directions. Students can also try planning and mapping their own courses, have other students try to follow their instructions, and compare the results.

. Make a board game using two dice, one with N, E, W, S, and two blank sides, and the other with the numbers 1 to 6. The board can be a checker board on a board you make with more squares on it. Mark the sides of the board N, E, W, and S and identify one square on the starting point and another as the finish. Students take turns rolling and moving the indicated direction and number of moves. If a blank is rolled on the directional die, students can move the number of squares indicated on the numbered die but in any one direction they choose as long as they name correctly the direction they are going to move. If a student lands on the square on which another is situated, the one originally on the square returns to the start. The game can be varied by having two directional dice, one marked N, E, W, S, SW, and SE, and the other N, E, W, S, NE, and NW. Students can choose before rolling which directional die they would like to use. In this case, diagonal moves and intermediate directions are introduced.

. On a large map of Manitoba, use cardinal and intermediate directions to locate your community. Discuss its position in relation to other parts of the province.

. Using a large wall map of Canada, locate cities and provinces using cardinal and intermediate directions.

Conclusion

. Redo either or both of the second and third introduction activities, record the directional terms used by students, and compare these to the ones they used when first doing the activity. What changes are evident? What have they learned? In what ways are their directions superior to those they gave the first time?

. Have students think of as many uses for their directional knowledge as they can. Where necessary assist them (e.g., How did early explorers, sailors, etc., find their way? How do they find their way today? Are their other people today who depend on direction and devices such as compasses which indicate direction?). They might then represent the role of direction, directional terms, directional devices, and activities depending upon accurate directional information through art and stories.

II. Scale

- How do people make models and maps of the earth so that these models and maps give a reasonably accurate idea of what the earth and its features are like?

Introduction

. Hold up pairs of objects and pictures in order to introduce the idea of scale. For example, hold up:

- A pair of toys, one of which is a scale model and one of which isn't (e.g., small die cast metal scale toy car or plane and a matching toy which is not a scale replica of a particular car or plane, a plastic scale reproduction of a human figure and a doll which is not to scale).
- Paired pictures, ideally of the same or same type of object, in which one is to scale (even a photograph) and the other is not (e.g., a photograph of a house and a drawing, possibly borrowed from a kindergarten classroom).

Ask the students what is the same and different about each pair and list their answers under the heading Similarities and Differences. After several pairs have been analyzed, hold up all the scale items and ask the students if they can explain how all of them are the same. Hopefully they will come up with a workable definition of the idea of scale such as, "Those are all like the real thing but smaller." Record their statements and have them suggest further examples of things they know that are small but accurate representations of larger things. Also ask why people make and use small scale replicas. Children and adults

get pleasure from such small scale replicas. Are there other uses? Save all the students' ideas for the conclusion activities.

Development

. In small groups or individually, have the students construct a model from a commercial model kit.

. Construct scale models in soap or with toothpicks.

. Make simple scale drawings from examples given by the teacher.

. Show pictures of objects to scale. Have students verbally compare the size, shape, and structure of the objects.

. Compare the size of a globe, a large reference atlas, a hardcover classroom atlas, and a small paperback atlas. Discuss their advantages and disadvantages. Which is easiest to carry in your pocket (or book bag)?

. Have students make simple (one to one) scale hand maps by tracing the outline of their hand and adding details such as nails, knuckles, jewelry, etc.

. Try to get some blueprints, especially plan views, and have the children examine them and see what information can be found in them. If such prints are available for the school building, students could compare the scale representation with the real thing. Possibly someone in the maintenance branch of the school division would have such plans and could talk about their use.

. Often when municipal governments, school boards, and others are planning a project, they or their architectural firm have models made. If there are any projects in your area, see if such models exist and are available along with someone to discuss their uses.

. Try to find people in the community whose hobbies or occupations involve the use of scale reproductions, in either two or three dimensions, and see if they can come to class (or the students can visit them) and display their work and talk about it (e.g., architects, draftspersons, photographers, sculptors, painters, carvers, dentists making false teeth, surveyors, cartographers, etc.).

. Have students prepare a simple map drawn to scale of their own classroom.

. Construct a floor plan map of the school. Have students locate their present position then pace out the distance to a new location. Arrive at a verbal statement of relative scale (e.g., cm to m - one pace equals one meter). These can be verified by actual measurement.

. Either construct a simple map of the community or study one which already exists. By pacing and/or actual measurement (km, etc.) have students trace their route to and from school. Help students to arrive at a verbal statement of the scale of the map. Students could reproduce this map to scale and on it mark major streets (roads), important buildings, etc., making sure that the locations are correct by measurement in the community and application of their scale.

. Hold up a globe and ask students to explain the ways in which this is a scale reproduction. Also they could consider the advantages and disadvantages of a three dimensional scale reproduction like the globe in contrast with a two dimensional reproduction.

. Show the class two or three maps or scale reproductions of the same area, ideally their own community and surroundings, each one with a different scale. Possible combinations include an aerial photograph,a topographic map (the type produced by the Surveys and Mapping Branch of the Federal Government -aerial photos are also available from this source), and a road map. Ask them questions that bring out the similarities and differences, and the possible advantages of the various scales (and type of reproduction in the case of an aerial photograph) for different purposes. For example:

- Which scale reproduction has the most (least) information on it?
- Which one would you choose if you were _____ (e.g., trying to find someone's house, trying to figure out how land is used, wanted to take a trip out of town, etc.)?
- Why?

Conclusion

. Review the information saved from the introduction activity on scale. Can students improve on their statements about what is the same about all the scale items? Can they make further statements about the uses of scale and give additional examples of scale reproductions?

. Students can collect as many items as they can (or pictures of items) that are scale reproductions (e.g., various maps, blueprints, models, etc.) and make an information display. The display, which should include labels and written comments on why scale is important in the items, can be shared with others in the school or community.

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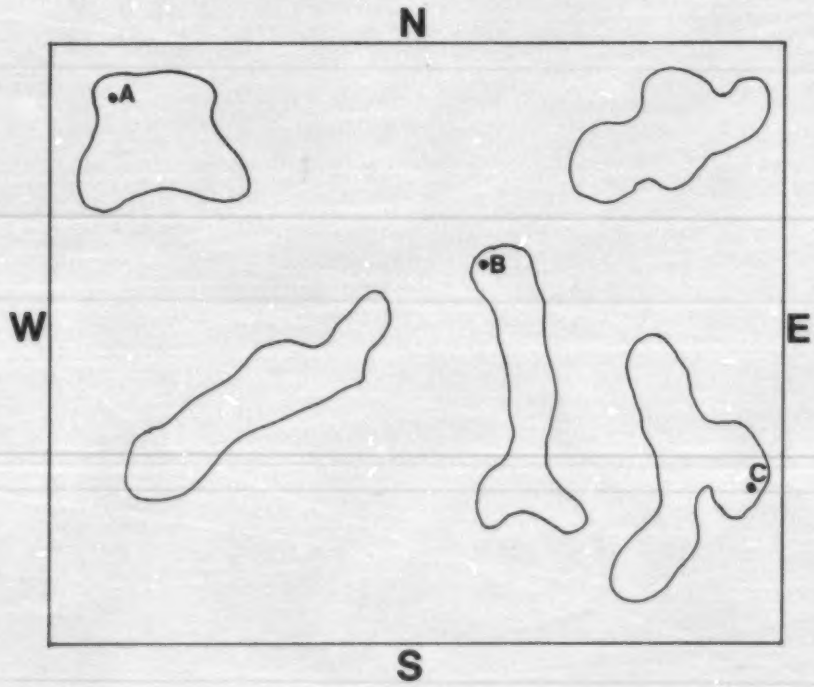
iii. Coordinates

- What system do people use for explaining where on the earth's surface a particular place is located?

Introduction

. Students, in the subsection on Direction, have developed some competence in using directional terms such as left, right, etc., and the cardinal and intermediate compass directions. Now present them with a location problem for which these directional terms provide an inadequate solution. For example, draw an outline map of an imaginary region of islands scattered throughout a large area of water on a large piece of paper and present it to the students along with the following scenario.



Divide the class into groups, give each group a small version of the map, and tell them that they live at point A. A stranger to the area lands his plane at A and wants directions on how to get to C. He knows it's about a 15 hour flight and that he will have to refuel at point B. Aside from that, he knows nothing about the area. Each group has to come up with ideas as to how they will guide this stranger to point C. They cannot travel with him and once they have given him the instructions that is the last contact they will have with him. Students can, if they want, put additional information on their copies of the map. After the groups have worked on the problem record their ideas (e.g., various combinations of distance and compass directions, references to the shapes of particular islands along with compass directions, possibly even a simple grid system) and save them for reference during the completing activities. Before leaving this activity, students could assess each other's solutions and point out strengths and weaknesses. (Note: There are not necessarily <u>right</u> or <u>wrong</u> solutions here.) Some student solutions might be interesting answers to an age old human problem: finding places on the earth's surface. The hoped for outcome of an activity such as this one is to have students:

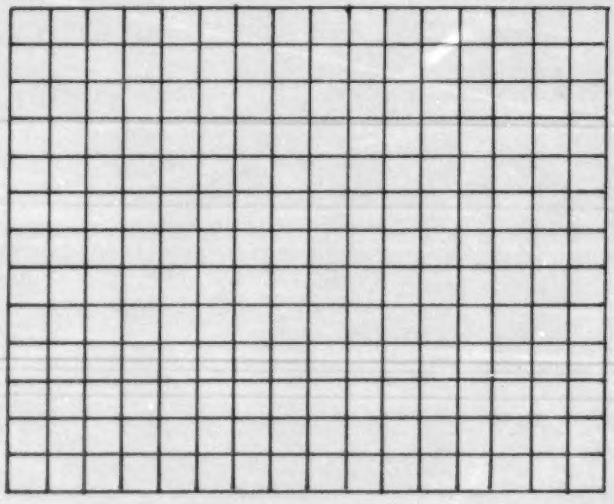
- Realize, when they study grids and coordinates, that these systems are one human solution to a very real problem.
- Compare their own and their classmates' solutions with the grid/coordinate solution.

<u>Development</u>

. Prepare a dittoed sheet of paper and/or overhead transparency marked off in 1 cm squares. Identify a horizontal line marked 0 to represent the equator and a vertical line marked 0 to represent the prime meridian. Have students label the east/west and north/south lines with intervals of 5. Make up codes of positions to locate on the grid. Have students locate the points and connect them with straight lines to make an imaginary country. Use map symbols and a legend to identify physical and human-made features for this country. Make up a name for the country.

. Make a grid system of the classroom using east/west lines as rows of desks across and north/south lines as rows of desks down. Using this grid, have students locate where they sit.

. Have the students play battleships or some other nonmilitaristic version of this grid game. One group form of the game is to have a large grid system on the board or on a piece of paper.



Use whatever labelling system seems appropriate (e.g., verticals numbered and horizontals lettered; verticals labelled NS1, NS2, etc., and horizontals labelled EW1, EW2, etc.; verticals labelled longitude 1, longitude 2, etc., and horizontals labelled latitude 1, latitude 2, etc.).

The teacher or a student then secretly selects a pair of coordinates, records these on a piece of paper for later verification, and then has the class try to find the location (sink the battleship) by naming pairs of coordinates. When a student finds the correct location, he or she can then select the next pair of coordinates. Once students understand the game, small groups can play it, each one selecting a pair of coordinates secretly, recording them, and then trying to sink each other's ships by guessing coordinates.

. City and town maps often use a simple grid system as do some school atlases (usually pairs of coordinates consisting of a letter and a number such as J,2 or M,15). Students can use these to find locations or can give pairs of coordinates to others.

. Relate the word "latitude" to horizontal or east/west lines and the word "longitude" to vertical or north/south lines on a globe and map. Demonstrate this concept by slicing oranges along the lines of latitude and longitude. Students can put the slices together to experience the way latitude and longitude lines would look if the earth could be sliced.

. Play the "Location Game." On the board, place a series of latitudes and longitudes for places in Manitoba. Have students identify the places on a wall map. Students could also make up their own locations for others to find.

Conclusion

. Have the students compare their solutions to the problem presented in the introduction activity with the system of grids and coordinates. Students could get back in their original groups, draw a simple grid system on the maps they used in the introduction activity, and develop a set of instructions using these. Questions to consider include:

- Are these instructions simpler, more accurate? Why or why not?
- What is necessary for these new instructions to be useful? (i.e., Some way for our pilot to tell where he is relative to the lines and where the imaginary lines are on the earth. While this gets into complex issues, some general mention of navigation and ways of using the sun, stars, and time to locate yourself could be made at least to the extent of saying that such techniques exist and can be used quickly by means of sophisticated technologies.)

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iv. Geographic Terms

- What geographic terms do people use when they describe the earth's natural and human imposed features?

Introduction

. Find out what common terms the students already know by telling them that they are in a satellite travelling above the earth. The satellite has a very powerful T.V. camera and they are to identify and write down the names of things they see on the screen. Then hold up a series of pictures of common features on the earth's surface. These can include photographs or drawings of rivers, lakes, hills, mountains, oceans, continents, islands, peninsulas, and a few countries, etc. Save the students' answers for reference during the conclusion activities.

Development

. Discuss what constitutes a natural feature and a human-made feature of the earth and have students find examples of each.

. Use a variety of activities, as many as time and interest will permit, to arrive at oral and/or written definitions for all natural and human-made features. For example:

- Find pictures in magazines, old calendars, travel brochures, etc., to illustrate the features.
- Label the pictures and make a bulletin board display.

- Construct word search puzzles or spelling games such as Spelling Baseball to assist students in learning how to spell the names of the features being studied.
- Use modelling dough to construct small replicas of natural and human-made features.
- Use modelling dough to create small relief maps. (Students could invent their own country with its own special features.)
- Make mobiles. Paste or draw pictures of the features on one side of a piece of cardboard. Print a definition on the back.
- Have students make their own illustrated dictionary of terms. Arrange the features alphabetically (one per page). Illustrate the feature and write a definition.

. Read legends which explain how features of the landscape were created (e.g., Why the Seas are Salty, Paul Bunyan Legends, North American Inuit and Indian Legends). These can then be compared with current explanations of the formation of such features as mountains and continents, presented in simplified form (e.g., volcanic action, upthrusting of the earth's crust with subsequent erosion, continental drift).

Conclusion

. Repeat the introduction activity and see if students can improve their performance in naming features.

. Provide the names of features and see if students can describe them. They could illustrate these as well and make a display.

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v. Legends

- How do people put information about parts of or the whole earth on something as small as a map?

Introduction

. In order to help students appreciate the problem of how to record a mass of information on maps that are small enough to be usable, present them with a problem in which they have to come up with their own solutions. For example, tell them that:

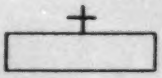
- They are explorers who have discovered a new island.
- It is important that they record as many features as possible in order to help others who will follow.

Provide each student or groups of students with a blank outline map of an island that is about 10 centimeters square as well as a list of 25 or 30 features they are to put on the map (e.g., 5 mountains, 2 large forests at least 3 centimeters square, 8 villages, 3 rivers, etc.). As students try to enter all the information, question them about what sorts of problems they are having. If their efforts are producing crowded, messy maps, pass out extra outline maps and encourage them to see if they can find some other way to put the information on the map so that future travellers will find it useful. Compare the groups' efforts, discuss advantages and disadvantages of different strategies, and save the maps for the conclusion activities.

Development

. Prepare a large chart of map symbols such as the examples given below:

- Discuss the chart and have students find examples on an actual map.
- Have students make their own graphic chart of map symbols.

Map Symbol	What Does It Mean?
	Picture of Church (from old magazines etc.)

. Have students examine maps produced by the Federal Government's Survey and Mapping Branch. Their topographic maps typically have about ninety symbols in the legends on the back of each map. Students can look for symbols on sample maps and use the legend. They might also get some ideas for subsequent activities in which they make their own maps and legends.

. Have pupils plot a map of their neighbourhood and make up symbols to represent houses, sidewalks, trees, railroads, rivers, stoplights, office buildings, stores, etc. Do not make a legend. Display the maps in front of the class. Discuss the difficulty of understanding the map without a key or legend. Next class period have the pupils make legends or keys to their maps. Discuss. Display the maps in the classroom.

. The neighbourhood maps could be taken a step further by turning them into "Feeling Maps." Have students create symbols to show where they might feel afraid, secure, happy, adventurous, angry, etc., in their neighbourhood. Put the symbols on the map and make a legend to decode each feeling. Have the students compare their maps.

. In some pre-literate societies, people used pictographs to record information for travellers. What environmental features would be important to early Indian travellers? How might these be symbolized?

. Distribute outline maps of a number of imaginary countries. Have students place the following symbols on their country outlines:

- Capital City
- Large Cities
- Rivers
- Mountains
- Highways
- Railroads
- Bridges
- Desert Areas
- Mining Areas
- Forest Areas

Make a legend or key to decode the map. Make up a name for the country.

Conclusion

. Have students review their solutions to the problem of how to put a great deal of information on a small map in the introduction activity. Then have them repeat the exercise using a legend and symbol system and compare the results with their earlier efforts.

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b. Locating Natural and Political/Cultural Features

- What are the earth's major natural features and where are they located?
- What major political/cultural areas have people divided the earth surface into and where are they located?

Introduction

. In order to find out what students know about the earth's physical and political geography, develop a scenario which requires that they act as tour guides telling a visitor about the

earth's surface as they fly over it in her space craft. Using a large wall map of the world, ideally the type that is blank and can be written on with chalk, (alternatives: make a large outline map or project an outline map of the world with an overhead projector) trace out the space craft's path and ask students to identify what they are crossing. Cover the continents, major bodies of water, and some countries, and record the students' answers. Afterwards discuss the class's performance. Were they able to give the visitor much information? Do they need to learn more in order to give a complete tour?

Development

. Initiate a study of the earth's major political and physical features by having students research the lands of origin of their parents, grandparents, or earlier ancestors. Students can:

- Obtain information at home (a letter explaining the purpose of requesting the information might be advisable).
- Locate countries (cities or towns also) of origin using their mapping skills.
- Help plot these locations on a large outline map of the world.

Lines can then be drawn connecting these various communities to the students' own community. As an additional task, students could find out how and when their parents (or earlier ancestors) travelled to their present location and write and illustrate a brief account of their travels. These accounts could then be posted around the world map. Points for discussion include:

- Continents or countries from which most parents came.
- Continents or countries in which there are no or few roots.
- Whether or not this map would look the same for a classroom in _____ (refer to a community in Manitoba studied by some of the children in grade three).
- What some of the major physical barriers were to travel (e.g., oceans).

The activity could be summarized by having students label as many physical and political features as they so far learned, on a world outline map.

. In some communities and classrooms, especially those with a high proportion of Native Canadians, the foregoing activity might not be appropriate. A possible alternative would be to substitute products in a store or stores and plot their country of origin.

. Make an activity bulletin board as a "spare time" project. Place pictures of the features on a bulletin board in random order. Attach an envelope of labels. Students must select a label and pin it beneath the appropriate picture. Change the picture order frequently.

. Cut out the shapes of the continents from old maps and mount them on cardboard. Use these to make puzzles, bulletin board displays or mobiles.

. Print the names of continents and oceans on small cards. Put the cards in a box. Students must draw a card, read the name, identify it as a continent or ocean and locate it on the map to score a point for their team. Variation: Print the names of features on cards. Students must read the word, give its definition and point out an example on a map to score a point for their team.

. On an outline map of the world, label each continent and ocean from memory.

. Using a globe and then a flat map, locate Canada's position in the world. Discuss its position in relation to other parts of the world suggested by the class.

. Have the students plan and describe a trip across a major section of the earth. Present each group of students (or each individual student) with an outline map of the world with a route drawn on it. They are to use whatever resources they can to label all the physical and political features that their route traverses as well as describe how they would travel on different parts of the trip. This latter information could be entered on their maps, possibly using a legend and symbol system.

. Help the students make a giant size world map by such means as paint on a parking lot or masking tape on a floor. It could be roughly scaled from a regular world map. The students might use the oversize map for playing games which require knowledge of the names of political and physical features.

Conclusion

. Repeat the introduction activity and see if the class can provide a more informative tour.

Unit Conclusion Activities

. Help students plan and carry out an action aimed at developing a map (or improving the quality of an existing map) of their community and making it generally available to the public. This will involve:

- Deciding what area to map.
- Deciding what scale to use.
- Deciding what to put on the map.
- Developing a legend and symbol system.
- Making the map.
- Making the map available to the appropriate community people along with a case for having the map made available to the community at large.

If existing maps seem adequate, students could choose a smaller area, map it and post copies of their maps in locations in the community where they might be useful (e.g., gas station, local store, air strip, etc.).

. Have the visitor from outer space in the unit introduction activity return. Have students answer her questions again, list their answers, and compare these to their first answers. Has there been improvement? Will the visitor's leaders be satisfied now?

UNITS II AND III-WORLD COMMUNITIES

UNIT II AND UNIT III OVERVIEW

The major purpose of Units II and III is to provide students with an opportunity to expand their understanding of the significance of communities in people's lives. This is done by having students examine how people live and meet their needs and wants in diverse communities around the world. In order to maintain continuity with previous community studies, encourage comparisons, and ensure that students consider community life under diverse conditions, it is suggested that:

- *The term community be thought of on a local or micro as opposed to a regional scale. (This does not rule out consideration of the effects of larger regions on communities but rather ensures that primary emphasis is placed upon how people meet their needs and wants and interact with others in their everyday lives.)*
- *Frequent comparisons be made between communities that are studied and the students' own communities.*
- *For each unit, at least one major world region be selected (e.g., Africa, The Middle East, Asia, South/Central America, Australia/New Zealand).*
- *From each major world region that is selected, two contrasting communities be selected. (By selecting communities which contrast in terms of variables such as level of development, and urban or rural location, there is a reduced likelihood that students will develop stereotypical views of how people live in particular regions. In addition, such contrasts, along with those of culture and physical geography, should encourage in students an appreciation of the diverse ways in which people respond to the challenge of meeting their needs and wants.)*

Note: Community Selection

It is intended that teachers have considerable freedom in selecting communities which they think will interest students and will be useful in permitting attainment of the Unit II and III objectives. There are guidelines, however, as indicated in the unit overview, that have been developed to assist in this choice and to promote the sorts of contrasts and comparisons that are central to the grade four program. Thus:

- In each unit, at least one world region (e.g., Africa, Asia, The Middle East, Europe, South/Central America, Australia/New Zealand) should be selected.
- In each region selected at least two contrasting communities should be chosen for study.
- Each pair of communities chosen should present at least some of the following contrasting characteristics:
    - contrasting levels of development
    - contrasting perceptions of what is necessary for a good life
    - contrasts in physical environment
    - contrasts in terms of being urban or rural

  (All of the contrasting characteristics will probably have been examined after pairs of communities have been studied from two different world regions.)
- The scale or size of the community selected should be comparable to the students' own communities.

Note: Development and Levels of Development

The basic purposes for introducing this concept to the grade four program are to:

- Provide one perspective or tool for assessing the quality of life in different communities.
- Encourage the consideration of issues such as:
    - What is required in order to lead a fulfilling, dignified life?
    - Is this requirement the same in all communities?
    - Are there communities in which needs are not adequately met?

- What effects do such inadequacies have upon people in these communities?
- What are some of the causes of and possible solutions to such situations?

It should be recognized that these issues do not lend themselves to simple or final answers. Aside from obvious cases of serious inadequacies in the level of material life, it is often difficult to say which communities are more or less developed. For example, which is the more developed:

- A rural community in Western Canada whose members use sophisticated technologies and have a high material level of consumption, but who live scattered across the landscape, and whose community life has little identifiable focus or is focused on a dying town or village.
- A rural village in a third world region with simple technologies, a modest level of material consumption, and a fairly integrated community life in which a wide range of needs, both social and physical, can be met?

The point of this example is not to romanticize what are often inadequate living conditions in Third World communities (or in pockets of underdevelopment in Manitoba). Rather it is provided to emphasize that in having students consider the relative levels of development of communities, they need to be encouraged to compare their own and other communities on various dimensions and avoid the pitfall of assuming that their own communities are necessarily the more developed ones, or that sophisticated technologies and high levels of material consumption are the only criteria in assessing the quality of community life.

UNIT II AND UNIT III TOPICS AND FOCUSING QUESTIONS

1. Community Situation

- What are the natural physical features of the area in which the community is situated?
- What is the community's climate like?
- How large is the community (e.g., boundaries, area, population)?
- How is land used in different parts of the community?
- Are there other communities or natural and human made features which are outside the community but which are important to it? Where are they located?
- What transportation links exist with these other communities?
- In what ways is the community's situation similar to and different from the situation of our own and other communities we have studied?

2. Community History

- How can we find out about the history of the community?
- For how long has there been a community at this location?
- Why did people likely choose this location for a community?
- In what ways has the community changed (and remained the same) since _____ (some date or era for which you are able to find information)?
- In what ways has the environment been changed since _____?
- What major outside events or influences have caused changes in community life (e.g., climate changes, conquest, colonization, technological impacts, etc.)?

3. Meeting Needs and Wants in the Community

- How do people meet their needs and wants within the community? For example, how do they meet their needs and wants in areas such as:
  - goods
  - services
  - employment
  - play, recreation, and celebration
- What needs and wants do people go outside the community to fulfill?
- As the community has changed over the years has it become more or less self sufficient with respect to meeting the needs and wants of its members? In what areas (e.g.,

goods, services, employments, play and celebration) have such changes occurred and in what direction? Why? How have these changes affected the quality of life in the community?
- In what ways is community life similar to and different from life in our own community and other communities we have studied? What similarities and differences are there with regard to:
    - What people see as important needs and wants?
    - How people go about meeting their needs and wants?
    - The degree of community self sufficiency in meeting its members' needs and wants?
- What are some of the reasons for the existence of differences in defining and meeting needs and wants?
- How does the level of development in the community compare with your own and other communities you have studied? Consider development in terms of the extent to which it is possible for the members of a community to satisfy their needs and aspirations within their own geographical and cultural context. Some indicators include:
    - Adequate fulfillment of basic needs (food, water, shelter, clothing, security, etc.).
    - The opportunity to live in accordance with community members' accepted view of a meaningful and dignified life.
    - A reasonable level of control over the nature and direction of their lives by community members themselves.

4. Cooperation and Conflict in Community Life

- What are some of the ways in which people cooperate within the community?
- What sorts of conflicts and differences in interests arise in the community?
- What ways have people developed for managing community life (e.g., encouraging cooperation, mediating conflict, making and enforcing decisions)? What differences and similarities are there in how people manage their community life and how it is managed in our own community and other communities we have studied?

UNIT II AND UNIT III TOPIC OBJECTIVES

Topic 1: Community Situation
Topic 2: Community History
Topic 3: Meeting Needs and Wants in the Community
Topic 4: Cooperation and Conflict in Community Life

Note: It is recommended that the objectives for grade three be reviewed before starting the grade four program. A reasonable level of mastery of those objectives and especially the ones relating to Unit I, Our Community, is necessary for success with the following objectives and for the full development of the comparative dimension of the grade four community studies. In those cases where it is necessary to teach the grade four program first, it is recommended that any examination of world communities be preceded by having students study their own community, even if this means that some students in a class are doing such a study for the second time. Unit I of grade three provides a great enough variety of activities that it should be possible in such cases to avoid any significant repetition.

Knowledge objectives

The students should be able to:

- . indicate the location of communities being studied on a map.
- . name and locate on a map the world region (e.g., Africa, The Middle East, Asia, South/Central America, Australia/New Zealand) and country of the communities being studied.
- . describe some significant aspects of the physical situation of communities being studied.
- . describe some of the important aspects of what the communities being studied were like in the past.

. describe and give examples of how people in the communities being studied perceive and attempt to meet their needs and wants.
. give examples of how the physical environment of the communities being studied affects how people perceive and attempt to fulfill their needs and wants.
. give examples of needs and wants which are not met within the communities being studied (self sufficiency).
. give examples of living conditions which indicate the level of development of the communities being studied.
. suggest some ways in which the level of development or quality of life might be improved.
. describe aspects of how the communities being studied have changed and, where this is the case, managed to maintain a state of balance or equilibrium with their environments.
. describe some important ways that people in the community being studied have developed for managing conflict, encouraging cooperation, and making and enforcing decisions.
. give examples of similarities and differences between communities (e.g., their own and other communities, two contrasting communities in one world region, communities in different world regions) with regard to:

- the communities' physical situations.
- how people perceive and attempt to meet their needs and wants.
- how perceptions of and ways of meeting needs and wants are affected by the physical environment.
- the abilities of communities to meet the needs and wants of their members.
- the communities' levels of development.
- how communities alter and/or coexist with their environment.
- how cooperation is encouraged, conflict managed and decisions made and enforced.

Thinking and research skill objectives

Note: The skill objectives for Units II and III will depend to a large extent upon the resources available and the sorts of activities that are possible. In general, the sorts of skills that will likely be important include the following.

The students should be able to:

. compare and contrast communities in terms of some of the dimensions noted in the knowledge objectives about:

- using a variety of translation skills such as translating data about communities being studied into maps, charts, graphs, art work, dramatic activities, models, written accounts, etc.
- using mapping skills from Unit I in order to locate and obtain information about communities.

Attitude and value objectives

Note: Specific attitude and value objectives will depend upon materials and possible activities. In a general sense, however, the community studies in Units II and III should be directed toward encouraging students to do the following.

The students should be able to:

. share and assess their views on different perceptions of needs and wants and the different ways in which these needs and wants are met.
. question common stereotypes about various regions of the world and realize that very different ways of life and levels of development are present in each region.
. develop a tolerant attitude toward differences in culture (as represented by differences in how needs and wants are perceived and met).
. view differences among peoples' cultures as a variety of ways of meeting needs and wants.

. view their own way of life as one among many possible ones.
. indicate empathy for the problems faced by people as they attempt to meet their needs in some communities.

Social participation objectives

Note: The social participation objectives for these units will depend to a large extent on the resources available and the sorts of issues brought to the fore. Students might be expected to plan and carry out actions aimed at increasing awareness of practices or perceptions in another community which they feel would be beneficial in their own community or they might want to try to help out through some indirect means with a problem in another community.

UNIT II AND UNIT III SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 1: Community Situation
Topic 2: Community History
Topic 3: Meeting Needs and Wants in the Community
Topic 4: Cooperation and Conflict in Community Life

Note: The activities and strategies selected for engaging children in the study of contrasting pairs of world communities will in large part be determined by the resources available to you. A number of the activities suggested in Unit I of the grade three program in which students studied their own community, should be applicable here, with some adaptations. The Suggested Teaching Strategies and Learning Activities are presented below as a brief set of General Activity Guidelines. It is intended that these be used in conjunction with unit topics and focusing questions.

Introduction

. Try to introduce the study of a community through the use of an attention getting and, ideally, a problem posing activity. For example:

- The teacher could enter the room in the role of a member of the community who has a problem typical of that community. Students could question the "visitor," finding out as much as they can, and suggest solutions to his or her problem.
- Design a simple decision game or simulation in which the class has to make decisions commonly made in the community. They can assess the quality of their decisions in light of their knowledge of the actual community later in the study.
- Present pictures of situations, artifacts, and activities in the community and have students hypothesize about what they see. They can check these hypotheses later in the study.
- Show a short film or film strip about the community but cut out the narration. Have students observe and make predictions about community life. They can check these later in their study either from other sources or by seeing the film or film strip with narration.
- Have students sample typical foods from the community, speculate about what is in them, and then make predictions, based on these contents, about the community, its climate, agriculture, etc. These predictions can be checked later in the study.

Development

. Find as wide a variety of ways as possible for students to acquire data about the communities they are studying. For example, have them use:

- A range of printed sources such as texts, newspapers and magazines, stories and novels, tourist or travel information (can be checked for obvious distortion).
- Films, film strips, pictures.
- People in your community who have lived in the community being studied or in communities with similar cultural, environmental, and developmental situations and have them visit the classroom. They could assist in:
  - answering questions;

- demonstrating and sharing customs, holiday practices, foods, skills, etc.;
- verifying or offering an opinion about the sources of information the students are using.

. Have students translate their data into a wide variety of forms. For example, in order to make their study as concrete as is possible in examining distant communities, have them recreate various dimensions of life in the communities being studied. This can be done through such means as:

- Art work which depicts impressions of activities in the community.
- Role playing (e.g., being a logger or farmer).
- Maps, graphs, etc., which can be compared with similar items from Unit I in grade three.
- Building a model of the community or some aspect of it (e.g., means of transportation in a northern Native community).
- Special events in which some aspect of the community's life (e.g., foods, celebrations, games) are tried and possibly shared with others -- parents, other classes. Children could involve as many props as possible (e.g., painted scenes as background, hats and other clothing typical of certain jobs in the community).

Conclusion

. Find ways for students to:

- Summarize what they have found out.
- Assess any initial ideas or predictions arising out of the introduction activities.
- Identify and formalize any conclusions or insights, especially those dealing with comparisons between their own and other communities.